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ABSTRACT

The position statement of the Wisconsin Association of Foreign Language Teachers (WAFLT) task force on middle school foreign languages outlines its philosophy for development and administration of second language programs and instruction to meet the special characteristics and social and educational needs of middle school students. The report begins with the mission statement of the WAFLT task force, general principles of middle level education, challenges in teaching young adolescent learners, and guidelines for foreign language teaching and program administration at this level. Following these statements are discussion and analysis of each principle, challenge, and guideline and the summary of a statewide survey of 158 schools concerning second language program availability, design, and enrollment and staff attitudes and teacher role. Responding programs are listed by program design. Several sample lessons are also presented, including content-related, exploratory, and sequential lessons for French, Spanish, German, Latin, Japanese, and Russian. Additional material presented includes information on state teacher certification, licensure, and training, bibliographies of teacher resources and instructional materials appropriate for this level, and a list of task force members with addresses and telephone numbers. (MSE)

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ED 377 676

Foreign Languages at the Middle Level

by

The WAFLT Task Force on Middle School Foreign Languages

September 1993

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Executive Summary

This volume has been produced with the intent of helping school district administrators and foreign language teachers implement a quality foreign language program at the middle school level. Current foreign language teachers, administrators, university educators, and Department of Public Instruction personnel have all contributed to the Wisconsin Association of Foreign Language Teachers (WAFLT) Task Force on Middle School Foreign Languages and to the production of this unique document. All persons involved in creating new or revising current middle level foreign language programs will find valuable guidelines for completing such important undertakings successfully.

Educational philosophy at the middle level is as unique as the transescent learners whose abilities and needs it seeks to address. Middle level students differ both biologically and cognitively from elementary and secondary school students. They need and deserve specialized and focused attention. This task force therefore urges teachers and administrators alike to be constantly aware of the unique status of the students whom they are educating, and it is in that spirit that the following coherent philosophy of foreign language education for the middle level is hereby offered.

Mission Statement
of the
WAFLT Task Force
on
Middle School Foreign Languages

The mission of this task force shall be to assist in the development and improvement of foreign language instruction in the public and private middle schools of Wisconsin. In order for the task force to accomplish its mission, it is directed:

- to alert school boards, administrators, teachers, parent groups, and the general public that foreign language must be provided in grades seven and eight beginning in September of 1994,
- to inform and assist school boards, administrators, and teachers in the selection of effective language offerings and curricula appropriate to the middle school/middle level student,
- to work with legislators and school boards to insure adequate funding for new and expanded middle school/middle level foreign language programs,
- to assist instructors of higher learning in the development of teacher preparation programs for prospective teachers of middle school/middle level foreign language,
- to assist the Department of Public Instruction in the development of state guidelines and curriculum materials for middle school/middle level foreign language,
- to study and review national trends in middle school/middle level foreign language instruction and disseminate such information,
- to facilitate articulation across all levels of foreign language instruction.

Members of the WAFLT Task Force on Middle School Foreign Languages

O. Lynn Bolton (West Allis-West Milwaukee)
Lorraine R. Davis (River Falls)
Kay J. Doran (Elcho)
Constance Knop (UW-Madison)
Everett McKenney (Prairie)
Jane Nickodem (Milwaukee)
Rita Pfeifer (Whitnall)
Patrick T. Raven (Waukesha)
Steven J. Ryan (Janesville)
Paul Sandrock (Dept. of Public Instruction)
Jeri Springstead (Wisconsin Heights)
Daniel J. Taylor (Lawrence University)
Steven P. Wagner (Antigo)
Tim A. Zander (Wisconsin Rapids)

The Principles of Middle Level Education*

1. Schools should be a place where close, trusting relationships with adults and peers create a climate for personal growth and intellectual development.

2. Every student in the middle grades should learn to think critically through mastery of an appropriate body of knowledge, lead a healthy life, behave ethically and lawfully, and assume the responsibilities of citizenship in a pluralistic society.

3. All young adolescents should have the opportunity to succeed in every aspect of the middle grade program, regardless of previous achievement or the pace at which they learn.

4. Decisions concerning the experiences of middle grade students should be made by the adults who know them best.

5. Teachers in middle grade schools should be selected and specially educated to teach young adolescents.

6. Young adolescents must be healthy in order to learn.

7. Families and middle grade schools must be allied through trust and respect if young adolescents are to succeed in school.

8. School and community organizations should share responsibility for each middle grade student's success.

9. The mission statement (philosophy and goals) of the school must reflect the needs and characteristics of young adolescents as well as a commitment to meet those needs.

*Adapted from "Turning Points: Preparing American Youth for the 21st Century"

Challenges in Teaching Transescent Learners

1. Young adolescents are physically uncomfortable after sitting 20-25 minutes. (Lounsbury, 1982) How do teachers allow for "purposeful movement" in class so that students can relieve this pressure?

2. Young adolescents are growing faster than at any time except for the first year of life. Young adolescents often have a poor self-image because of the rapid physical changes. How can teachers foster positive self-images?

3. Young adolescents are concrete learners. Only 5% of adolescents are consistently able to think abstractly. (Shockley, 1986) How do foreign language teachers at the middle level teach concretely?

4. A young adolescent's attention span is only 11.5 minutes on average. (Thomason, 1989) How should lesson plans address this statement?

5. Puberty is the last chance to learn a language without an accent. (Seliger, 1978) As people age, the language learning center in the brain becomes less flexible. (Lenneburg, 1969) Phonology is the easiest ability to determine. How does this influence the language goals of a middle level foreign language program?

6. Young adolescents are experiencing hormonal changes. Mood swings should be expected. (Lounsbury, 1982) How can a teacher reduce expressed or implied criticism, thus improving self-esteem?

7. Everything is changing in the lives of young adolescents. They are very insecure. It's a bad time to make a decision. Exploration should be fostered. What activities do teachers use in class to enhance exploration that are not graded on levels of mastery?

8. Much of what is happening in the lives of young adolescents is beyond their control. Teachers should give students a limited sense of control in class. How can teachers give up some of their control and maintain a learning atmosphere?

9. Parents are still the most important influence in a young adolescent's life. (Brough, 1990) The peer is becoming increasingly important, however. Students need a chance to interact socially in class. What activities in class allow appropriate social interactions?

*Adapted from David Braun y Harycki

Foreign Languages in the Middle Level School:

Guiding Principles*

1. Middle level foreign language study meets the readiness needs and natural inquisitiveness of the transescent learner.

2. Critical learning skills are learned through foreign language study. Studying a foreign language helps all students to function at the higher levels of Bloom's taxonomy.

3. The interdisciplinary nature of foreign language incorporates many disciplines across the curriculum including History, the Arts, Language Arts, Geography, Sociology, Science, Math, and Anthropology.

4. The model for foreign language instruction depends on cooperative learning, effective small group work, and continuous monitoring of progress with modeling, checking for understanding, and guided practice.

5. Successful middle level foreign language programs in Wisconsin already exist and serve as examples for developing programs. They range from shorter, non-sequential courses to articulated, sequential programs of varying lengths. Exploration can be a primary goal of instruction, as can the development of proficiency in a second language; these goals are not mutually exclusive.

6. Foreign language experiences help students understand the nature of communication, language, and culture.

7. Research in second language acquisition indicates that stronger language proficiency results from an earlier start in language learning. Contact time is an important element in developing proficiency.

8. Foreign language study enables students to develop life skills to compete in the world of work in our global economy.

9. Successful middle level programs will encourage growth and diversity at the high school level. This will result in accelerated, not compacted, curricular offerings.

*Formulated by The WAFLT Task Force on Middle School Foreign Languages

Discussion and Analysis

Middle level educational philosophy is as unique as the transescent learners whose abilities and needs it seeks to address. Middle level students differ both biologically and cognitively from high school and elementary school students, and they deserve specialized and focused attention. The Wisconsin Association of Foreign Language Teachers (WAFLT) Task Force on Middle School Foreign Languages therefore urges teachers and administrators alike to be constantly aware of the unique status of the students whom they are educating. As a first step toward enhancing such awareness, WAFLT offers here a set of principles, challenges, and guidelines, which together constitute a guiding philosophy of foreign language education in the middle level.

Successful, effective, and responsible middle level schools share common philosophical principles. Eight of the following principles have been articulated by the Carnegie Council on Adolescent Behavior in "Turning Points: Preparing American Youth for the 21st Century." The title "Turning Points" is more than just a metaphor, for it highlights the crucial role played by the middle school in American education. It is WAFLT's firm conviction that substantive foreign language instruction in the middle level not only can be but ought to be one of the key turning points in the transescent learner's educational development. The ninth principle is derived from the literature on effective middle level schools and essentially encapsulates the thrust of this entire section. The comments on all nine principles synthesize WAFLT's chief points.

Principle 1. ***Schools should be a place where close, trusting relationships with adults and peers create a climate for personal growth and intellectual development.***

COMMENTARY: Nurture, comfort, and in particular, trust are the critical components in a proper middle level environment, and they are equally critical if not more so in the foreign language classroom. Oral communication depends upon such a climate. To attempt to communicate in a foreign language is to take a risk, as every tourist knows, and it is no different in the classroom. Foreign language teachers are especially adept at creating a trusting environment wherein such risks are minimized and the joy of communicating is maximized. Cooperative learning, peer teaching, and group learning are commonplace in the foreign language classroom. These practices clearly augment the personal growth and intellectual development of each and every transescent learner. This first principle proves that foreign language instruction is both integral to and ideal for middle level education.

Principle 2. ***Every student in the middle grades should learn to think critically through mastery of an appropriate body of knowledge, lead a healthy life, behave ethically and lawfully, and assume the responsibilities of citizenship in a pluralistic society.***

COMMENTARY: Critical thinking is a necessary aspect of learning a foreign language. Transescent learners are still capable of acquiring aspects of a foreign language almost as naturally as they did their native language and are also able to apply higher level skills, e.g., analogy and extrapolation, such as adults employ when learning a new language; in effect, they have the best of both worlds. Contrary to popular belief, language learning is not simply memorization. Foreign language students formulate theories about linguistic patterns, test (and therefore confirm or disconfirm and revise) those theories in practice, and proceed accordingly. The so-called scientific method is hardly limited to science, and critical thinking of this sort is normal, everyday behavior in the foreign language classroom. Students approach the study of foreign culture in much the same manner: they create and test hypotheses about cultural information they are encountering for the first time and learn to think critically and differently about behavioral patterns just as they do about linguistic ones.

Foreign language instruction fits Bloom's taxonomy perfectly, for the foreign language student proceeds consciously through all six levels or categories of learning. **Knowledge**. Foreign language students "tell, list, name, identify, repeat, and recognize" specific bits of information from day one. **Comprehension.** By adding, subtracting, substituting, and changing linguistic structures, by transforming, changing, and restating sentences, by describing objects, by paraphrasing and summarizing ideas and generalizing from them, and by making inferences and analogies from verbal messages—activities which they perform and engage in regularly—foreign language students prove that they have comprehended material and information presented to them either orally or in writing. **Application.** It goes without saying that foreign language students regularly apply the rules, concepts, principles, and theories which they have learned, for that is precisely what foreign language learning entails. What is most exciting, however, and most significant from the point of view of educational development is that foreign language students learn to do so creatively and spontaneously, as communication skills develop. **Analysis**. Every foreign language student, not just those studying a highly inflected language, analyzes, i.e., breaks down complex information into its constituent parts as a means to acquiring proficiency. Comparison and contrast, not to mention classification and organization, figure prominently in such analysis, which extends beyond linguistic data to cultural artifacts and behaviors as well. **Synthesis.** Foreign language students create dialogues and engage in conversations and activities which require them to put ideas as well as words and phrases into a new and often unique end product. They learn elements of language individually, put them together creatively, and apply them in new situations. **Evaluation.** Foreign language students evaluate both facts and ideas as a matter of course, and they learn to articulate and defend their own opinions and values as they confront others' in a non-threatening and open intellectual environment. In the foreign language classroom, difference is the norm, and foreign language students learn to assess and understand and appreciate rather than to criticize and impugn what is simply different. In sum, Bloom's taxonomy and foreign language instruction go hand-in-hand.

It is impossible to study a foreign language without also studying the culture of its speakers. Eating habits differ from one community to the next just as words and sentences do; or what constitutes legal and ethical behavior. Foreign language students explore the study of such topics naturally, as they seek to

understand the culture of the speakers whose language they are learning. Foreign language learning is interdisciplinary by nature, and it therefore provides hooks for other learning; it is a rare topic which cannot be addressed in a foreign language classroom. Perhaps more than anything else, the study of a foreign language develops, indeed promotes, cultural empathy and tolerance. When middle level students refer to aspects of another culture as "interesting" rather than as "weird," they have started the all-important process of connecting with the rest of the world. When they come into direct, person-to-person contact with speakers of a foreign language, even if only via the mail, they have begun to live in that world.

Principle 3. All young adolescents should have the opportunity to succeed in every aspect of the middle grade program, regardless of previous achievement or the pace at which they learn.

Commentary: Every foreign language student can succeed, in large part because the opportunities for success are so ample. Students begin with approximately the same knowledge-base. As varying levels of proficiency develop, they not only can but must be—and are—accommodated; and all students engage regularly in activities (e.g., role-playing, cooperative learning) designed to support their success at whatever level it may exist. Not only do students succeed, they realize they are succeeding, and they thereby gain an enhanced sense of self-esteem. Middle level foreign language students can and do progress beyond the absolute novice level in their command of the target language. So-called fluency is not the goal, but communication is. Middle level foreign language students can and do communicate in the language they are studying and they can see that they are succeeding. Studies have shown that the scores of students in required FLES (foreign language in the elementary school) programs surpass anticipated national norms in reading and math and that high school foreign language students score higher than their non-foreign language peers on College Board exams. Whether relative or absolute, success is real in the foreign language classroom.

Principle 4. Decisions concerning the experiences of middle grade students should be made by the adults who know them best.

COMMENTARY: Foreign language teachers often stay with their students for more than a single year and therefore come to know their students especially well. They cannot be prevented from getting to know their students well.Furthermore, the trusting nature of the student-teacher relationship characteristic of the foreign language classroom deepens that acquaintance and extends it beyond the parameters of "just" language science. Thus foreign language teachers are almost unique in their capacity to provide comfortably a forum wherein issues affecting the "whole" child can be discussed most positively. Foreign language teachers ought to play a central role in the decision-making process on houses or teams despite the fact that they have been excluded from playing this central role in most middle level schools.

Principle 5. Teachers in middle grade schools should be selected and specially educated to teach young adolescents.

COMMENTARY: As recognition of the special needs of young adolescents and their unique abilities becomes more widespread, universities are offering courses and degrees in early adolescent education. Teachers are being trained in foreign language methods with special emphasis on the middle level learner, and teacher candidates are doing a part of their student teaching specifically in the middle grades.

Principle 6. Young adolescents must be healthy in order to learn.

Principle 7. Families and middle grade schools must be allied through trust and respect if young adolescents are to succeed in school.

Principle 8. School and community organizations should share responsibility for each middle grade student's success.

COMMENTARY: The special teacher/student relationships described in the commentary to principle four above are especially conducive to the effective implementation of principles six, seven, and eight. The foreign language teacher can be a positive connection between the student, school, home, and community.

Principle 9. The mission statement (philosophy and goals) of the school must reflect the needs and characteristics of young adolescents as well as a commitment to meet those needs.

COMMENTARY: Transescent learners are unique, and foreign language instruction is uniquely suited to them. The physical, intellectual, emotional, and social needs of middle level students pose real but exciting challenges to our profession, and appropriate foreign language strategies designed to meet those challenges are already in place.

Middle level teachers and administrators are called upon to address a number of challenges that differ from those on either the elementary or the high school level. Foreign language instruction is an ideal curricular component in that educational process. It is appropriate to state here what foreign language teachers already know but middle level educators may not know, namely, that foreign language pedagogical methods are capable of meeting the special challenges of education on the middle level. David Braun y Harycki has enumerated a series of nine challenges for middle level foreign language teachers; these challenges are directed at the physical, intellectual, emotional, and social developmental needs of transescent learners. The commentaries describe how foreign language instructional strategies meet these challenges.

Challenge 1: Young adolescents are physically uncomfortable after sitting 20-25 minutes. How do teachers allow for "purposeful movement" in class so that students can relieve this pressure?

COMMENTARY: The foreign language classroom is an active one in which students get out of their desks frequently: task changes occur repeatedly, students move around the room and change partners for numerous activities, the chalkboard is in constant use by students, and Total Physical Response (TPR) instruction is regularly employed by many teachers. Moreover, skits, role-playing, and charades are activities designed to allow students to use not only their linguistic abilities in the foreign language but also their hands, feet, eyes, and all other forms of body language as well. Most foreign language classrooms rely on small group activities which require the students to be mobile. Students regularly experience the target culture by participating in market days, during which students shop and barter as they would in a foreign culture. Song and dance are also normal components of foreign language instruction. Thus what is a disadvantage in a traditional classroom setting is in the foreign language classroom an advantage, for foreign language teachers are specifically trained to capitalize on the active physical development of their transescent students.

Challenge 2. Young adolescents are growing faster than at any time except for the first year of life. Young adolescents often have a poor self-image because of the rapid physical changes. How can teachers foster positive self-images?

COMMENTARY: Foreign language teachers consciously carry out positive reinforcement on a daily basis. Effort is uniformly acknowledged, and students are regularly complimented as they advance in their understanding of the language which they are studying. Moreover, complimentary and supportive expressions of one sort or another are basic idiomatic expressions in language and are therefore among the first ones learned. Certificates of achievement, buttons, and other appropriate rewards have long been utilized by creative foreign language teachers. Perhaps most importantly, however, students are never "put down" for their responses, since even a response which is completely incorrect in terms of its content may be 100% correct in terms of its expression, and consequently students can take comfort in their linguistic achievement. The cooperative groups which are a large part of today's foreign language classroom encourage leadership and develop social skills on the part of students, because they are able to express themselves in the target language, receive immediate feedback, and participate in tasks which are matched to their levels of linguistic and cognitive development. Foreign language teachers use selective error correction and create authentic assessments when testing students. Both these strategies enhance student self-esteem. A functional rather than a grammatical sequence is commonplace in the foreign language classroom. It allows for meaningful linguistic usage in contexts wherein the content is appropriately matched to student interests. A student's self-image is substantially enhanced by exposure to a foreign language.

Challenge 3. Young adolescents are concrete learners. Only 5% of adolescents are consistently able to think abstractly. How do foreign language teachers at the middle level teach concretely?

COMMENTARY: Instructional materials designed for middle level foreign language learners use a situational approach organized around thematic units which are geared to the students' world of experience. Visuals, authentic materials (realia), and even "show and tell" activities are all integral to foreign language methodology. Hands-on manipulative activities, songs and dances that teach, as well as videos on the target culture and computer assisted instruction all require students to think and behave in a concrete, activity-specific manner. Both TPR instruction and kinesthetics are likewise designed to take advantage of the concrete learning ability of the middle level student. As students extrapolate, generalize, and hypothesize on the basis of their concrete learning activities, they are growing toward becoming abstract thinkers.

Challenge 4. A young adolescent's attention span is only 11.5 minutes on average. How should lesson plans address this statement?

COMMENTARY: Foreign language students are actively involved in their learning, for they change tasks often and are called upon to alternate right and left brain learning. The foreign language teacher purposefully varies his or her teaching style not only to include daily practice in all four language skills (listening, speaking, reading, writing) but also to visualize, humorize, physicalize, and in general personalize the learning taking place in the foreign language classroom. Teachers of foreign languages are trained to address various learning needs, ranging from the gifted and talented to exceptional needs, and learning styles (auditory, visual, kinesthetic). In short, the daily foreign language lesson plan is a smorgasbord of learning activities designed to guarantee that the limited attention span of the transescent learner does not impede the pace of learning.

Challenge 5. Puberty is the last chance to learn a language without an accent. As people age, the language learning center in the brain becomes less flexible. Phonology is the easiest ability to determine. How does this influence the language goals of a middle level foreign language program?

COMMENTARY: As education around the world has shown time and time again, to begin foreign language learning as early as possible is to offset in large measure the detrimental linguistic effects of decreased language acquisition ability at a later age. Foreign language teachers have long been urging an earlier start to foreign language instruction. They also have learned to battle successfully the "no ear for language" syndrome by having their students use their eyes, not just their ears and mouths, and by incorporating techniques from the whole language movement. All students in the foreign language classroom listen, speak, read and

write and in so doing they increase their skills in using the language. Opportunities for student self-expression come fast and furious in the foreign language classroom. As a child's innate LAD (Language Acquisition Device) begins to fade during and after puberty, the child learns to acquire linguistic knowledge by other methods. Foreign language teachers are trained to take advantage of both the child's natural learning abilities as well as his or her learned cognitive strategies for acquiring new knowledge.

Challenge 6. Young adolescents are experiencing hormonal changes. Mood swings should be expected. How can a teacher reduce expressed or implied criticism, thus improving self esteem?

COMMENTARY: All middle level teachers need training in middle level psychology, must use sensitivity with transescent learners, and must reinforce positively their students' achievements. Foreign language teachers have in addition developed learning activities which allow all students to win and regularly employ cooperative learning techniques which preclude students from losing. Foreign language teachers use error correction techniques that reduce the level of stress for students and reward efforts to communicate. Teachers accept students' efforts and encourage correctness in their target language use.

Challenge 7. Everything is changing in the lives of young adolescents. They are very insecure. It's a bad time to make a decision. Exploration should be fostered. What activities do teachers use in class to enhance exploration that are not graded on levels of mastery?

COMMENTARY: Foreign language students are offered options and alternatives so that the linguistic practices in which they are engaged focus on relevant content that is connected with their own experiences. Participation points,cooperative learning, and peer teaching are designed to reduce cognitive stress and to allow students to explore and to learn at their own pace. The foreign language teacher employs a number of teaching techniques designed to guarantee a sense of security and to personalize instruction: students make posters and scrapbooks when learning about the target culture, they conduct student-to-student interviews, they use phone books and maps to search for target language names of people and places and to practice numbers, and they formulate their own personalized vocabulary lists for members of their immediate and extended family. The very unfamiliarity of a foreign culture can provide, paradoxically, a sense of security for the transescent learner because it offers so many opportunities for exploration and the satisfaction of curiosity.

Challenge 8. Much of what is happening in the lives of young adolescents is beyond their control. Teachers should give students a limited sense of control in class. How can teachers give up some of their control and maintain a learning atmosphere?

COMMENTARY: Foreign language teachers know that communication leads to acceptance, and they therefore talk with their students about their expectations, behavioral as well as academic, so that students can take control of and assume responsibility for their own progress. Timely feedback is a regular part of the foreign language classroom, as are cooperative learning, group and pair work, and peer teaching. Likewise, student-made teaching materials developed through class projects are integral to the foreign language learning process, and students are encouraged to bring in their own examples and realia to serve as subjects for discussions and classroom activities. Moreover, foreign language instruction, more so perhaps than that of any other discipline, is able to accommodate and indeed even to solicit student input on content, for regardless of the particular topic, it is the target language that is being used for discussion. As students progress in the target language they inevitably assume more responsibility for the content of the discussions in which they employ their foreign language.

Challenge 9. Parents are still the most important influence in a young adolescent's life. However, the peer is becoming increasingly important. Students need a chance to interact socially in class. What activities in class allow social interactions?

COMMENTARY: Pair activities, cooperative learning, small group sessions, interviewing techniques, and a variety of other activities all allow for social interaction between students in a foreign language classroom. Moreover, students are most assuredly involved in planning the content of many of their activities, and so too are their parents and guardians, who are sometimes invited to participate in class activities. Special occasions, such as students' birthdays, and festivals or holidays important in the target culture provide extremely useful opportunities for celebrating together and interacting socially. In sum, social interaction is as integral as it is a natural feature of foreign language instruction.

The challenges which have been posed for foreign language instruction at the middle level are very real, but as was made clear in the commentaries, the WAFLT Task Force on Middle School Foreign Languages is convinced that the study of a foreign language at this level is ideally suited to meeting those challenges. What are viewed as disadvantages or limitations are viewed as opportunities in the foreign language classroom, and foreign language teachers have specific strategies to take advantage of those opportunities. With that conviction in mind, the task force developed a set of nine guiding principles, which can be used to provide a solid foundation for the implementation of new foreign language curricula and perhaps even the reinvigoration of established programs. These guidelines are intended to address a variety of serious issues facing middle level foreign language educators, issues which will require decisions and which will

affect the success or failure of their programs. We further hope that these guidelines will engender some sound and serious discussions on the issues which they address and that those discussions will result in a markedly improved middle level curriculum.

Discussions regarding foreign language instruction on the middle school level are becoming more and more conspicuous in the scholarly literature and focus on several key issues: readiness, critical thinking, exploratory versus sequential programs, etc. The WAFLT Task Force addressed these issues when formulating its series of nine guiding principles.

Guideline 1. Middle level foreign language study meets the readiness needs and natural inquisitiveness of the transescent learner.

Guideline 2. Critical thinking skills are developed through foreign language study. Studying a foreign language helps all students to function at the higher levels of Bloom's taxonomy.

Guideline 3. The study of any foreign language is inherently interdisciplinary and incorporates many disciplines across the curriculum, including History, the Arts, Language Arts, Geography, Sociology, Science, Math, and Anthropology.

Guideline 4. Foreign language instruction includes cooperative learning, effective large and small group work, and continuous monitoring of progress with modeling, checking for understanding, and guided practice.

Guideline 5. Foreign language experiences help students understand the nature of language, communication, and culture.

Guideline 6. Research in second language acquisition indicates that greater language proficiency results from an earlier start in language learning. Contact time is an important element in developing proficiency.

Guideline 7. Foreign language study enables students to develop life skills in order to compete in the world of work in our global economy.

Guideline 8. Successful middle level foreign language programs in Wisconsin already exist and serve as examples for developing programs. They range from shorter, non-sequential courses to articulated, sequential programs of varying lengths. Exploration is one goal, and development of proficiency is another goal. Neither goal is incompatible with the other.

Guideline 9. Successful middle level foreign language programs encourage growth and diversity, as well as accelerated, not compacted, foreign language offerings at the high school level.

Foreign language instruction is ideally suited for the transescent learner (guideline one), successfully develops critical thinking skills (guideline two), uniformly and naturally employs a variety of the best teaching and learning styles (guideline four), and is most effective when begun as early as possible (guideline six). Foreign language instruction is inherently interdisciplinary (guideline three), since language encompasses the whole of human experience; whatever can be studied in the students' native language can legitimately become a part of the foreign language experience. If, for example, "friendship" or "music" or "transportation" were to be the interdisciplinary theme for a team, units could be developed to include the vocabulary and syntax, as well as the cultural context, of these themes in the foreign language. Nonetheless, almost no middle level foreign language teachers reported in our survey that they are members of a house or team in their schools.

Guidelines five and seven underscore the fact that the world has changed dramatically in recent years. Foreign languages find themselves featured on the business pages of even local newspapers, and growing numbers of businesses are seeking contact with world markets. The better our students at all levels understand the nature of language, communication, and culture, the better they will compete in the increasingly international world of work.

Although the majority of middle level schools in Wisconsin do not currently offer foreign language courses, a number of schools do, and are enjoying much success (guideline eight). The variety and success of these programs mean that no school or district needs to reinvent the wheel. Exploratory curricula with nine, twelve, and eighteen week segments are in place, as are year-long sequential programs. Each school or district will need to decide whether an exploratory or sequential program is better suited to its own particular needs and curricular configuration. Middle level students who explore several languages first are able to make a more informed choice as to which language to study in high school; on the other hand, those students who begin a squential program in middle school are able to study that language in more depth in high school. WAFLT takes no issue with advocates of either approach. A deep-seated commitment to success in foreign language instruction on the part of teachers, administrators, parents, and students is more important than the type of instructional program chosen.

A successful middle level foreign language curriculum must stand on its own, and at the same time must allow for a smooth transition to foreign language instruction at the next level and for continued success on the part of the students. The middle level foreign language experience should not be a watered-down version of its high school successor, nor a jazzed-up version of its elementary school predecessor. What is critical is that students be engaged in age-appropriate activities that lead to success in foreign language learning. This will lead to a variety of curricular designs for advanced classes (guideline nine), as appropriate for the high school learner.

Survey Summation

In the spring of 1992, WAFLT sent out surveys on middle school foreign language programs to all schools in the state with a seventh grade. Of the more than 400 surveys sent out, 158 were returned. The survey and its results are available from WAFLT. The following summations are suggested from the findings of this survey.

1. Where an exploratory foreign language program exists, 69.4 percent of self-contained, 77.5 percent of departmentalized, and 69.6 percent of block-scheduled middle level schools require student participation.

2. Even though seventh grade is the most common beginning grade for foreign language instruction, when the middle school begins at grade 6, over one-third of the schools offer foreign language at that level.

3.
   - The availability of a foreign language exploratory course does not seem to be determined by building enrollment.
   - Building enrollment does not influence the choice of language.
   - Building population also does not seem to affect the beginning grade for sequential foreign language instruction.
   - Schools with a student population over 250 are more likely to offer a multiple language exploratory course.

4. More than 68 percent of the exploratory middle level foreign language offerings are from 7 to 18 weeks in length; more than three-fourths of these courses meet every day, and are taught at regular class lengths.

5. Slightly more than half of the schools which require exploratory foreign language offer more than one language.

6. Regardless of a school's organization, a larger number of schools begin foreign language sequential instruction in grade 7 or 8, than in grade 9.

7. Overall, the most common pattern for sequential programs, grades 5-9, is every day, all year.

In addition to the statistical data generated by the WAFLT Middle School Foreign Language Survey, approximately one hundred written responses to three narrative questions were received. Those questions were:

1. What do you like about your foreign language program?
2. What would you change about your foreign language program?
3. If your school has houses or teams, what is the role of foreign language teachers in relation to the core group of teachers?

Generally speaking, respondents like starting foreign language instruction in the middle level, would like either to begin even earlier or to increase the amount of time allotted foreign language instruction, and definitely dislike being left out of the house or off the team, as most are. Question 3) elicited far and away the most and the most fervent comments.

Question 1). A majority of respondents very much like the fact that sequential foreign language instruction begins on the middle level. By beginning foreign language instruction then, some schools elect to distribute the first year of foreign language instruction over two academic years, and smaller districts are able to offer a full 4-year foreign language program, something which would otherwise be impossible. Those districts offering exploratory programs are favorably disposed toward them. Eleven districts reporting actually require middle level foreign language instruction. Interestingly, especially in relation to question 3), twelve respondents value their autonomy, i.e., it's "my" program. It would therefore appear that, regardless of the nature of the program (sequential or exploratory), offering foreign language instruction at the middle level is a uniformly positive endeavor insofar as those districts which already do so are concerned. Thus although the DPI mandate will not affect those districts, it is likely to receive strong support from them.

Question 2). The operative words in responses to this question are "more" and "earlier": more languages and/or more levels (32), more time (28), earlier exploration (24), earlier sequencing (17), and FLES, presumably a combination of more and earlier (16). The message is clear: foreign language teachers and administrators are committed to more and earlier foreign language programs! One would like to think that this commitment will rub off on those districts not yet offering foreign language instruction on the middle school level and that the DPI mandate will be viewed as a felicitous opportunity by those districts.

Question 3). Only two respondents are currently serving as members of teams, although sixteen are members of related—but not core—teams. A dozen or so are working with teams in undefined and/or unspecified ways, e.g., by attending meetings, receiving bulletins, and so forth. In twenty-eight schools, no houses or teams exist, and two respondents report that they have never heard of such things. But the key figure is 31: thirty-one schools have teams, but the foreign language faculty play no role on those teams. The simple fact of the matter is that language faculty is almost uniformly excluded from core curriculum planning units. It may well be, and it is WAFLT's hope, that the DPI mandate will engender a Cinderella-like success story in terms of the role played by foreign language teachers in middle level curriculum planning.

Such widespread and systematic exclusion as now exists does not sit well with foreign language faculty and administrators. A sense of isolation is endemic. So, too, are the frustration and the disappointment. The worst scenario occurs in those districts where the foreign language faculty is not even informed about decisions until well after the fact. Foreign language teachers are convinced that their exclusion from the team works to the disadvantage of curricular integration. They are equally as convinced that those faculty who are on the team are jealously guarding their turf. Even worse, team members all too often manifest a distinctly negative attitude toward the foreign language curriculum: "It's not an academic subject." "It's superficial." "It doesn't count." It is therefore all too obvious that many middle school foreign language faculties and administrations need to educate their colleagues as well as their students.

In conclusion, the narrative responses to our survey questions did make it clear that foreign language instruction in the middle school not only can be but already is a success. They also indicate that middle level foreign language teachers are openly excited about what they are doing and would like to do more of it (and with younger students, too). They also revealed that integrating foreign language faculty into curriculum planning units is currently a major problem and, unless negative attitudes can be rather dramatically changed, will be a difficult challenge to overcome.

Programs in Wisconsin

Reported on WAFLT Survey
Spring 1992

These schools are listed as resources for districts designing a middle level foreign language program. The school district, school name, and name of the contact person who filled out the survey are given for each entry. The listing is organized according to scheduling format. (Note: EOD = every other day.)

Grade 5 Only — Then Grades 9-12

Glidden - R. J. Schraufnagel (Grade 5 — all year, daily)

Grade 6 Only — Then Grades 9-12

Lancaster - Lancaster Middle School - Ron Meissner (Grade 6 — six weeks, daily)

Grade 7 Only — Then Grades 9-12

Bowler - Susan Schlachtenhaufen (Grade 7 — eighteen weeks, EOD)

Grade 8 Beginning — Less Than Full Year of Instruction

Six Weeks:
Ripon - Ripon Middle School - Lee Nelson

Nine Weeks:
Antigo - Antigo Junior/Senior High - Steve Wagner
Bangor - Bangor Junior/Senior High - Sandy Barrett
Freedom - Freedom Middle School - Stacy Zimmermann
New Glarus - New Glarus High School - Linda Hiland
Portage - Rusch Junior High - Pat Halasz
Weyauwega-Fremont - Weyauwega Middle School - John Reindl

Twelve Weeks:
Cornell - Cornell Junior/Senior High - Mary Riley
Wausau - John Muir Middle School - Don Schneider

Eighteen Weeks - EOD:
Evansville - Evansville Middle School - Lee Ann Casper

Eighteen Weeks - Daily:
Amherst - Amherst Senior High - Wendy Line
Fond du Lac - Theisen Junior High - Hans-Peter Kohlhoff
Merrill - Merrill Junior High School - Catherine LeMay
Pecatonica Area Schools (Blanchardville) - Jill Davis
Solon Springs - St. Croix High School - Jeri Pearson
Watertown - Riverside Middle School - Rosemary Becker

Grade 8 Beginning - Full Year of Instruction

Barron - Barron High School - Irene Popko
Hayward - Hayward Middle School - Linda Anderson
Kewaskum - Kewaskum Middle School - David D. Jones
Mauston - Olson Middle School - Cindy Pfaff
New Berlin - Eisenhower Middle School - Bonita Sanders
Oregon - Oregon Junior High - Lisa Weinlader
Oshkosh - Merrill Middle School - Arlene Stanek
Park Falls - Lincoln Junior High - Marcia Lalonde

Grade 7 and 8 Instruction Daily, Less Than Full Year of Instruction

Grade 7, Six Weeks - Grade 8, Six Weeks:
Oconto Falls - Washington Middle School - Jon Makuck
Reedsville - Reedsville High - Ron Maroszek

Grade 7, Nine Weeks - Grade 8, Nine Weeks:
Albany - Albany High School - S. Rowland
Clayton - Clayton School - Sue Willeman
Elcho - Elcho High School - Kay Doran
Ellsworth - Ellsworth Junior High - Richard Clausen
Independence - Independence High School - Lynette Emanuel
Orfordville - Parkview Middle School - Andy Seeger
Three Lakes - Three Lakes Junior/Senior High - Al Goodrich
Wittenberg-Birnamwood Schools (Also, grade 6 - nine weeks)

Grade 7, Nine Weeks - Grade 8, Twelve Weeks:
Altoona - Altoona Middle School - Barbara Nelson
Johnson Creek Schools - Senora R. Vrate

Grade 7, Twelve Weeks - Grade 8, Twelve Weeks:
Amery - Amery Middle School - Michelle Dekken (Also, grade 6 - six weeks)

Grade 7, Six Weeks - Grade 8, Eighteen Weeks:
Rio - Rio Junior/Senior High - Margie Linzmeier (Also, grade 6 - six weeks)

Grade 7, Nine Weeks - Grade 8, Eighteen Weeks:
Marion - Marion High School - Kay Mandelk

Grade 7, Eighteen Weeks - Grade 8, Eighteen Weeks:
Athens - Athens High School - Steve Koran (four days/week)
Burlington - Burlington Junior High - Ron Shields (Also, grade 6 - nine weeks)
Drummond - Drummond High School - John Bestul
Durand - Durand Junior High - Connie Tealey
Fish Creek - Gibraltar Middle School - Linda Schaefer (Also, grade 5 - once per week all year; Grade 6 - no instruction)
Viroqua Area Schools - Patricia Biebl (Also, grade 6 - six weeks)

Grade 7 and Grade 8 Instruction — Every Other Day

Grade 7, Twelve Weeks - Grade 8, Twelve Weeks:
Racine - Walden III - Diane MeKeel (Also, grade 6 - twelve weeks)

Grade 7, Eighteen Weeks - Grade 8, Eighteen Weeks:
Kimberly - J.R. Gerritts Middle School - J. Bohne, S. Stoffel (Also, grade 6 - six weeks)

Grade 7, All Year - Grade 8, All Year:
Grafton - John Long Middle School - M. Wiskirchen
Green Bay - Edison Middle School - Helen Krueger
Green Bay - Washington Middle School - Helen Krueger
Janesville - Edison Middle School - Marcy Olsen
Milwaukee - Jackie Robinsin Middle School - Kiku Harvey (Also, grade 6 - all year, EOD)
Milwaukee - Roosevelt Middle School - Guy Dayen (Also, grade 6 - all year, EOD)
West Bend - Badger Middle School - Sheryl Smith
West Bend - Silverbook Middle School - Jim Oakley

Grade 7 and Grade 8 - Up To Full Year of Instruction, Daily

Grade 7, Six Weeks - Grade 8, All Year:
Waukesha Middle Schools - Patrick Raven

Grade 7, Nine Weeks - Grade 8, All Year:
Beaver Dam - Beaver Dam Middle School (Also, grade 6 - six weeks)
Monona - Winnequah Middle School - Jan Aeschlimann
Port Washington - Thomas Jefferson Middle School - Mary Kay Geittmann
Sheboygan - Urban Middle School - Sabine Brumes
Waupun - Waupun Middle School - Danielle Newton
Whitewater - Whitewater Middle School - Dianne Dunham
Wisconsin Rapids - West Junior High - Tim Zander

Grade 7, Twelve Weeks - Grade 8, All Year:
Mukwonago - Parkview middle School - Janis Villa
West Allis - Frank Lloyd Wright Middle School - Sharon Hange
West Allis - Horace Mann Middle School - Lori Ehlert

Grade 7, EOD, Eighteen Weeks - Grade 8, Daily, All Year:
Palmyra - Palmyra-Eagle Junior High - Phyllis Cramer

Grade 7, Eighteen Weeks - Grade 8, All Year:
Menomonee Falls - North Middle School - Kathleen Barranco
Richfield Jt #1 School District - Richfield Elementary - Diane Wagner (Also, grade 6 - nine weeks)
South Milwaukee - South Milwaukee Middle School (Also, grade 6 - nine weeks)
Waterford Jt #1 School District - Fox River Middle School - Carl Breitlow (Also, grade 6 - nine weeks)

Grade 7, EOD, All Year - Grade 8, Daily, All Year:

Howard-Suamico - Bay View Middle School - Dianne Pahl, Susan McGrane (Also, grade 6 - all year, EOD)
Marinette - Marinette Middle School - Beth Horn
River Falls - River Falls Middle School - Karen Klink (Also, grade 6 - nine weeks)

Grade 7 and Grade 8 - Daily, Full Year of Instruction, Both Grades

Appleton - Einstein Junior High - Linda Weber; Roosevelt Junior High - Lucia Baehman
Appleton - Madison Junior High - Sue Bunkleman; Wilson Junior High - Cheryl Cimbalo
Beloit - Aldrich Junior High - Therese Fitzpatrick
Eau Claire - South Middle School - Carol Airis
Fox Point District - Bayside Middle School - Linda Hunter (Also, grade 6 - nine weeks, EOD)
Greendale - Greendale Middle - Barbara Rampolla; (4 days/week - all year)
Kenosha - Lincoln Junior High - Silvia Leon
Madison - Orchard Richard Middle School - Jan Klansmeier (Also, grade 6 - six weeks daily)
Madison - Van Hise Middle School - Sue Policello (Also, grade 6 - six weeks daily)
Manitowoc - Washington Middle School - Deborah Bissett
Manitowoc - Wilson Junior High - Karyl Rommelfanger
Marshall - Marshall Junior High - Connie LaRowe
Menasha - Maplewood Middle School - (Also, grade 6 - eighteen weeks, EOD)
Milwaukee - Audubon Middle School - Barb DuCharme (Also, grade 6 - full year)
Milwaukee - Steuben Middle School - Mr. H. M. Masrour
Milwaukee - Walker Middle School - Anna Gass (Also, grade 6 - full year)
Mishicot - Mishicot High School - Kathleen Mattern (Also, grade 5 - nine weeks; grade 6 - full year)
Neillsville - Neillsville Middle School - Donna Dekker
Niagara Schools - Terry Grippen
Washington Island Schools - Barbara O'Connell
Wisconsin Dells - Spring Hill School - Nancy Waldman

Sample Lessons

The sample lessons which follow are intended to illustrate concretely many of the strategies and procedures articulated in our discussion and analysis of the principles of middle level education, the transescent challenges, and WAFLT's guiding principles for foreign language instruction on the middle level. Thus we offer exploratory lessons in Latin and Russian, sequential lessons in German and Japanese, a combination exploratory-sequential lesson in French, and a content-related lesson in Spanish, as well as a content-related lesson suitable for any language. These lessons witness eloquently to the inherently dynamic and flexible nature of foreign language education on the middle level.

These sample lessons provide a variety of activities that are appropriate for middle level students. The suggested activities may be used just as presented; they also provide a framework, upon which the individual teacher can build to meet the needs of a given group of students or the scope of the instructional program. Although these lessons designate a target language, they can easily be modified to be taught in another language by changing the linguistic and cultural components. The form we used in presenting the sample lessons is an adaptation of a curriculum design model developed by Carol Ann Pesola, of Concordia College, Moorhead, Minnesota.

When selecting topics or units for inclusion in the middle level program, educators must consider student interests and developmental levels. Content-related units connect with other subject areas and thereby integrate learning. The foreign language teachers should develop thematic units by working with other content area teachers, seeking possible interdisciplinary connections and then selecting those activities that are appropriate to the goals of the program and that fit with the middle level model.

Exploratory courses often make up a large portion of middle level students' schedules, and foreign languages are often a part of these exploratory cycles. FLEX (Foreign Language Exploratory or Experience) courses can focus on one or several languages, can last several weeks or an entire school year, and can meet every day or several times a week. Aside from such scheduling considerations, curriculum designers should be sure to include both language and cultural activities. In FLEX courses, a positive language learning experience, rather than mastery of the language, is the primary goal; nonetheless, students will make progress along the language acquisition continuum.

Another design option for middle schools is to begin the language sequence prior to high school and continue it into the high school. This is certainly a viable option for many districts, and the students enjoy the advantage of a sustained experience with a single language. Foreign language teachers should take care to provide lessons and activities which are age-appropriate for the middle level student, rather than just a slowed-down version of the high school foreign language curriculum. The principles, guidelines and challenges discussed earlier provide an appropriate base upon which to build such a middle level program.

The materials listed to be used in each sample lesson include pictures, flashcards, cultural realia, and manipulatives, which allow students to attach meaning to the vocabulary items in the target language, without immediately resorting to English equivalents. Such concrete materials are a necessary part of any middle level foreign language teacher's resources.

The Wisconsin "A Guide to Curriculum Planning in Foreign Language" serves as a central resource in the development of middle level foreign language programs by describing language functions, which can delineate the scope and sequence of a program and facilitate articulation within the whole program. The functional language objectives listed for each of these sample lessons have been keyed to specific functions in the curriculum guide. Educational planners are encouraged to consult the guidelines and design their curricula accordingly. With the DPI Guide as the curriculum's core, the textbook recedes in importance and becomes a resource for students and teachers, rather than the central feature of the language program.

Content-Related Lesson: Any Language

Topic: Fantasy Menagerie

This is a culminating activity for a unit on animals which would have included not merely the names of animals and animal body parts, but animal habitats, food sources, means of locomotion, and possibly, the food chain, as well. These ideas could all be considered for inclusion in the culminating activity.

Objectives:

A. Language

Functions

1. Listening to and following directions in the target language
2. Identifying and naming animals and their body parts
3. Exchanging information in written form
4. Describing orally and in writing the student's own imaginary animal

Vocabulary

Receptive language—create, draw, color, name, write

Productive language—names of various animals from previous activities in animal unit, head, tail, body

Structure/Grammar

Simple sentence structure, for example:

Here is an elekittifish.
It has the head of an elephant.
It has the body of a cat.
It has the tail of a fish.

B. Culture

C. Content: Animals, habitat, narrating stories in oral and written form, using language creatively

Materials:

1. art paper for drawings of animals
2. colored pencils, crayons, markers
3. an example of an imaginary animal

Content-Related Lesson: Any Language (continued)

Procedures:

1. Review names of animals, body parts and habitats through TPR, gestures, charades, visuals, songs, etc.

2. Show the model or drawing of an imaginary animal and select responses from the students, writing them on the board, for example:

   It has the head of a tiger.
   It has the body of a zebra.
   It lives in the desert.
   It eats grasshoppers.

3. Have the students create a name for the creature, and write it in a sentence above the sentences from step two above.

4. Read the sentences aloud together.

5. Direct the students (in the target language) to create their own animals and to write the accompanying sentences in the formula modeled on the board. Vocabulary words for animal habitats, and body parts should be visible in the room in the form labeled pictures and photos.

6. Student work should be displayed in the classroom or on bulletin boards in the corridors.

Assessment:

Satisfactory completion of the project, plus reading sentences to the teacher.

Exploratory or Sequential Lesson: French*

Topic: Academic classes and expressions used to describe them

Objectives:

A. Language

Functions

1. naming the classes they are taking
2. stating their like/dislike for specific classes
3. offering reasons for preferences
4. reiterating preferential expressions physically with target culture gestures
5. expressing like/dislike, telling time

Vocabulary

1. academic course names, school activities
2. adjectives for describing courses (*facile/difficile, ennuyeux/interessant*)

Structure

1. expressions of like/dislike (*j'aime...je n'aime pas..*)
2. time expressions

B. Culture

Comparing French and U.S. school schedules
Using gestures to illustrate like and dislike

C. Content

Valuing

Materials:

1. flashcards depicting various school subjects
2. instructional clock
3. blank school schedules

Procedures:

- Warm-up with Wheel of Fortune/Hangman type game at the board, eliciting the names of school classes in French. Students guess the spelling of these terms using French alphabet. Begin with obvious cognates.

- Students match the flashcard illustrations for each course with the spelled words on the board.

Exploratory or Sequential Lesson: French* (continued)

- Students work in pairs practicing the pronunciations for the new terms. They might be challenged to try pronouncing the subjects with reverse alphabetizing or saying the subjects in their order of preference.
- Review the expressions "*j'aime...*" and "*je n'aime pas...*" by soliciting responses for reactions to a few food items already learned. Elicit students' application of these expressions in reacting to classes.
- Shuffle the flash cards, place face-down on the desk and have students per number of cards to come before the class and express a like or dislike for the subject card each selects.
- Have students sit in a circle. As a card is selected, demonstrate the gesture to denote *facile, difficile, ennuyeux,* and *interessant.*
- To emphasize the importance of non-verbal communication, ask students to react to select cards without speaking. They must convey their personal reaction to each subject card with body language learned in the above activity.
- To integrate verbal and non-verbal communication, students do a pair activity, in which they react to subject names both with new vocabulary and gestures.
- Distribute blank schedules and allow students to work in pairs to fill in the daily schedule. Students can then change partners and describe their schedules to their new partner.
- Ask students to focus their comments on Wednesday afternoon, and then lead the discussion to point out that French students don't have classes then, but rather on Saturday morning.
- Ask a student to set the clock, announce the time and a day. A classmate would consult her *emploi du temps*, state the class she has then and express her sentiments toward the class. A variation on this activity for pair work would be to have partners write 2-3 different times and days on a piece of paper and exchange responses with each other.

Assessment:

For oral testing, students are interviewed and asked to describe the classes they are taking and their opinions of them. This might be conducted in a small group format, allowing for interaction among the students. If a written assessment is desired, students could be asked to write a paragraph describing their class schedules in a similar fashion.

*Lesson based on "Encore" series, Gessler Publishers

Content-Related Lesson: Spanish

Topic: Old World/New World—Sharing Food, Language and Culture

Objectives:

A. Language

Functions

1. identifying origin of foods
2. describing foods by color
3. expressing likes and dislikes

Vocabulary

receptive—Old World, New World, Aztecs, Mexico, India, China, Egypt, Europe, Asia, Africa, the Americas,_____originates, in what color is _____? Where does _____come from?

productive—avocado, chile, tomato, peanuts, chocolate, apple, orange, banana, carrot, red, yellow, green, orange, brown

Structure/Grammar

expressions: "I like _____" and "I don't like _____."

B. Culture

identifying foods grown and eaten by the Aztecs
identifying words from Nahuat language used in English, French, Spanish, German

C. Content

identifying Old World/New World contributions of commonly eaten foods
identifying word origins
classifying by attributes

Materials:

Grocery bag, plastic or real food items, large map of Old World/New World, happy and sad faces on paper plates, vocabulary flash cards (I like/don't like), 3 large hula hoops

Procedures:

As children enter the classroom, greet them at the door with the Expressions of the Day "I like" and "I don't like." Use this opportunity to combine the key phrases with vocabulary to review.

Content-Related Lesson: Spanish (continued)

Each day a warm-up activity is done to re-enter important concepts from previous lessons. In this case, the color vocabulary needs to be reviewed. TPR provides for a non-threatening activity, which allows for purposeful movement. The first day would be teacher-directed, to re-enter vocabulary; the second/third day would move into student-directed TPR activities.

The following include thematic activities that would be selected to provide varied instructional opportunities for 2-3 class periods.

Suggested TPR Activities

Students are directed to stand, sit, wave, walk, jump, run, according to the clothing that they are wearing. For example, while holding up a tomato, instruct children wearing red to stand up and wave. This activity not only reviews colors and verbs, but at the same time allows the teacher an opportunity to begin to introduce the new food vocabulary.

Extended Listening Activity

Whenever new vocabulary is introduced, students need to have many opportunities to listen to the unfamiliar words in meaningful context, before they are expected to produce them. For this lesson, the teacher has various food items in a bag and begins to pull one thing out at a time. As this is done, the teacher surrounds the class with natural language by talking about the type of food, its color and shape, and what country or part of the world it comes from. Students become involved as the teacher asks questions that only require yes/no answers or allow students to answer with physical action. After each item has been introduced, the teacher directs a student to place the food in a designated spot.

Comprehension-based Activity

The food item vocabulary is still new to the children and they continue to require listening time before they are expected to produce the spoken language. They are able to hear the word and identify the objects, therefore an activity that checks for comprehension is worthwhile. The teacher places three hula hoops on the floor, each hoop is labeled with a category that the students are familiar with: red, fruit, Mexico. The food items are placed out for all to see, and the teacher directs someone to find the chile and asks the class which category it belongs to. The student will be directed to place it in the correct category.

Game Activity

The food items will be placed on the map according to their place of origin. Word cards (Old World/New World) will be placed on the right and left sides of the room, and a large world map is hung on the chalkboard. The teacher holds a tomato and directs students to move to the side of the room this food comes from. Continue until all items have been identified as Old World or New World.

Content-Related Lesson: Spanish (continued)

Language Experience Story

Written language is introduced with spoken language. Many of the students need to see language in written form, and a story provides the students with language in a meaningful context. The teacher will have an idea of how the final product will look and extract ideas from the class. Teacher prompts are useful as well as questions that elicit responses that the teacher will put into complete sentences. The story relates to a classroom experience, such as the sorting game. Simple sentences are used, with lots of repetition of vocabulary and structure, helping to ensure comprehension as students read.

Rhythm/Chant

This rap-like activity is popular and is a good way to practice unusual or awkward language patterns. Here it is used with "I like/I don't like" expressions, and "Me, too/Me neither." These expressions can be chanted in time to clapping rhythms, of the sort popular in campfire activities.

Small Group Activity

This activity is best with a group of 5-6 students. Each such group is given a paper to write on and the group selects one person to be the recorder, who writes the shopping list. The other students role play going shopping and select items to buy. A student begins by saying, "I am going to the market to buy tomatoes." The second student adds to that sentence with a food item of his own: "I am going to the market to buy tomatoes and avocados." The game continues until a list of 10 items is achieved. A variation is to add numbers to the sentence, and consequently, noun plurals.

Sequential Lesson: German*

Topic: Personal Information

Objectives:

A. Language

Functions

1. describing one's/other's physical characteristics
2. making statements about likes, dislikes, favorite activities/classes
3. sharing personal information about siblings

Vocabulary

1. *Haar- Augenfarben*
2. *Hobbys und Sport*
3. *mein, dein, sein, ihr*
4. *Geschwister*
5. *sich interessieren für/gern haben/mag*

Structure/Grammar

1. *gern haben (ich habe...gern)*
2. *ich mag.../ich mag...nicht*
3. *ich habe braune Augen vs. meine Augen sind braun*
4. *ich interessiere mich für...*
5. *ich habe, er/sie hat*

B. Culture

Naming and expressing preferences about German children's hobbies and sports
Discussing the amount and use of German children's free time
Measuring, asking, and reporting heights in meters

C. Content

Discussing the amount and use of German children's free time
Measuring, asking, and reporting heights in meters

Materials:

1. Realia representing sports and hobbies and school subjects
2. Overhead transparencies of people of various descriptions—red-brown-black- and blond-haired, various eye colors, sibling numbers
3. Meter sticks to measure their heights
4. Cassette tape from textbook tape program

Sequential Lesson: German* (continued)

Activities:

1. Students ask each other, *"Wie sind deine Haare? Wie sind deine Augen?"*
2. Students measure each other and report how tall they are.
3. Students describe the various members of their families physically.
4. Students interview each other about likes/interests/hobbies and report to the class.
5. Students play *"Wer bin ich?"*, guessing the identity of a described celebrity or other class member.
6. Students listen to recorded sounds of hobby activities and guess which it is.
7. Students create their own poem, following the pattern of the poem, *"Was ich besonders lieb habe."* ("Deutsch konkret," Book 1, p. 56)

Assessment:

1. Students produce a poster on which they represent themselves and their siblings, hobbies and interests, and some school subjects. Students then present their posters to the class orally in German.

2. Listening comprehension—students draw/color the elements of a physical description read to them by the teacher.

3. Students bring in their own "realia" to talk about their likes and dislikes. They should be able to use *gern haben, mag,* and *sich interessieren* with fluency and accuracy.

*Lesson based on "Deutsch konkret," Book 1, Langenscheidt Publishers

Exploratory Lesson: Latin

Topic: Latin Numbers

Objectives:

A. Language

Function

Pronouncing Latin words for numbers one through ten

Vocabulary

unus, duo, tres, quattuor, quinque, sex, septem, octo, novem, decem

Structure/Grammar

Plural and singular endings of nouns and adjectives

B. Culture

Roman numeral equivalents
Similarities of number words in French, Spanish, and Italian

C. Content

relationship to other subject matters, such as

mathematics (decimal, triangle)
social studies (unicameral)
music (octave, sextet)
science (duodenum)
English (duplex, September)

Materials:

Number flashcards (large ones for demonstration, small ones for practice)
Posters and pictures to illustrate word derivation (e.g., unicycle, triceratops)
Transparencies or poster for number song:

<u>Tune of "Ten Little Indians"</u>

Unus, duo, tres Romani
Quattuor, qunique, sex Romani
Septem, octo, novem Romani
Decem parvi Romani.

Decem, novem, octo Romani
Septem, sex, quinque Romani
Quattuor, tres, et duo Romani
Unus parvus Romanus.

Exploratory Lesson: Latin (continued)

Procedures:

Teacher presents the 10 number words through large flashcards and introduces the number song.

Students spell the words correctly by filling out a crossword puzzle.

Examples of student projects are shown to demonstrate English derivatives which come from Latin.

Students fill in the Derivation Tree worksheet.

A discussion about the expansion of the Roman Empire is followed by a map exercise to show why the Romance languages are similar to Latin.

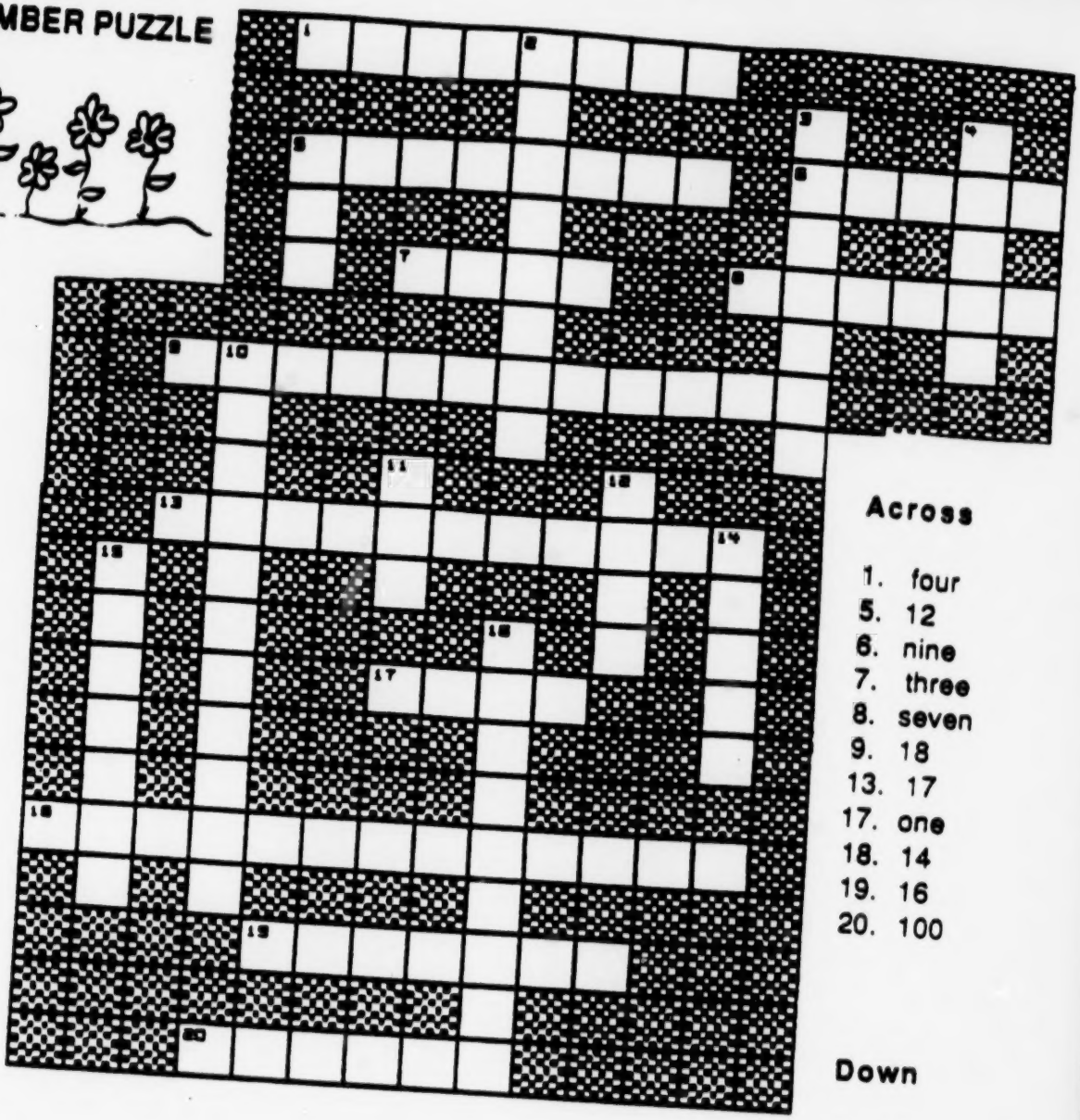
Students apply their understanding of Latin numbers by making educated guesses regarding number words in Italian, French, and Spanish.

Assessment:

Students will demonstrate recognition and understanding of the ten Latin number words by arranging individual sets of flashcards in numerical order on their desks.

Students will also collect English derivatives from their daily lives and record them in their notebooks.

NUMBER PUZZLE



Across

1. four
5. 12
6. nine
7. three
8. seven
9. 18
13. 17
17. one
18. 14
19. 16
20. 100

Down

2. 13
3. 11
4. 10
5. two
10. 19
11. 6
12. 8
14. 1,000
15. 5
16. 15

OCTO
QUATTUOR

DUO
NOVEM

TRES
TREDECIM

SEPTEM
UNUS

UNDEVIGINTI

MILLE
QUINDECIM

CENTUM
DECEM

SEDECIM
SEX

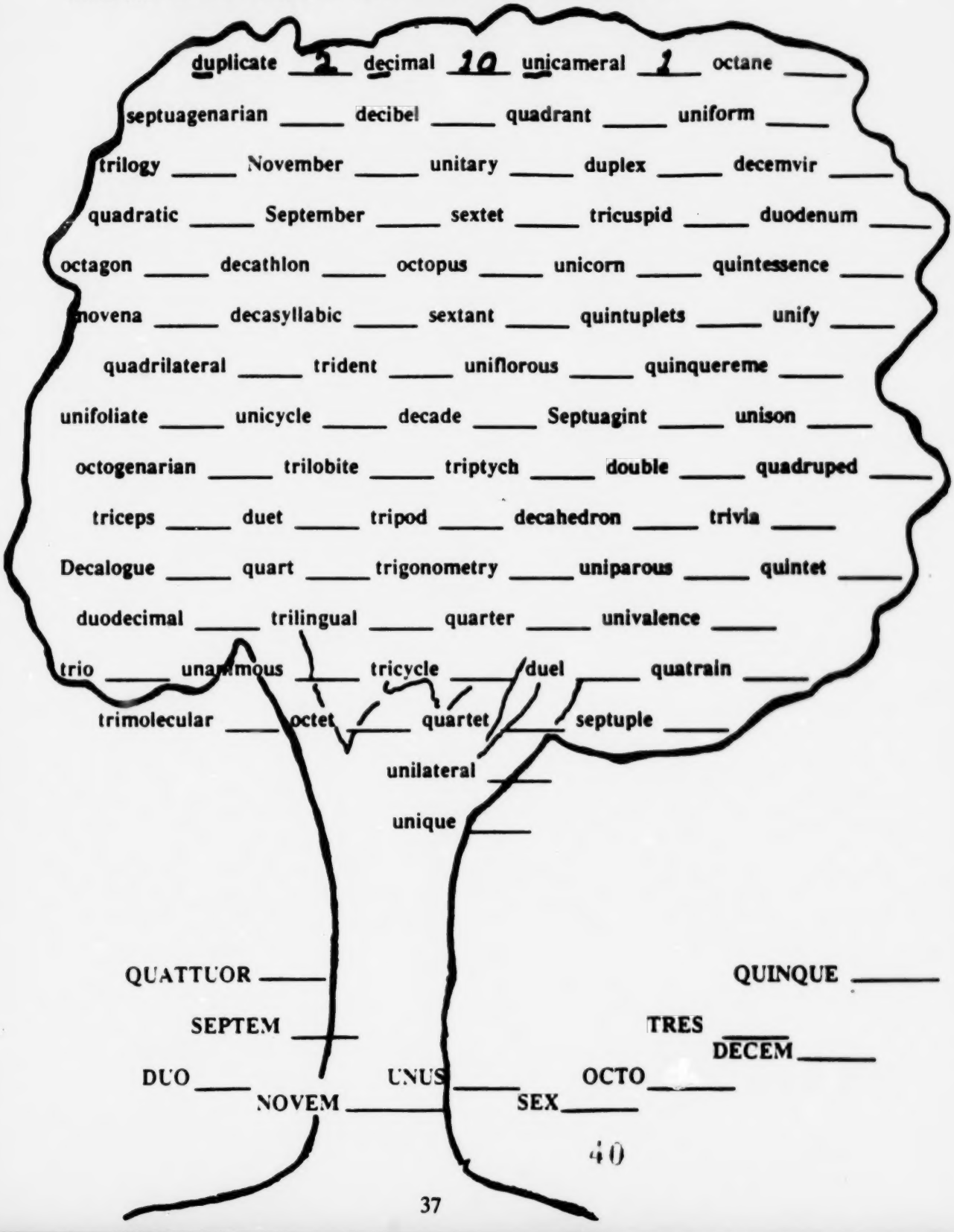
SEPTENDECIM
UNDECIM

QUATTUORDECIM
QUINQUE

DUODECIM
DUODEVIGINTI

NUMERI

Write the number related to these words derived from Latin.



duplicate 2 decimal 10 unicameral 1 octane _____

septuagenarian _____ decibel _____ quadrant _____ uniform _____

trilogy _____ November _____ unitary _____ duplex _____ decemvir _____

quadratic _____ September _____ sextet _____ tricuspid _____ duodenum _____

octagon _____ decathlon _____ octopus _____ unicorn _____ quintessence _____

novena _____ decasyllabic _____ sextant _____ quintuplets _____ unify _____

quadrilateral _____ trident _____ uniflorous _____ quinquereme _____

unifoliate _____ unicycle _____ decade _____ Septuagint _____ unison _____

octogenarian _____ trilobite _____ triptych _____ double _____ quadruped _____

triceps _____ duet _____ tripod _____ decahedron _____ trivia _____

Decalogue _____ quart _____ trigonometry _____ uniparous _____ quintet _____

duodecimal _____ trilingual _____ quarter _____ univalence _____

trio _____ unanimous _____ tricycle _____ duel _____ quatrain _____

trimolecular _____ octet _____ quartet _____ septuple _____

unilateral _____

unique _____

QUATTUOR _____

QUINQUE _____

SEPTEM _____

TRES _____

DECEM _____

DUO _____

UNUS _____

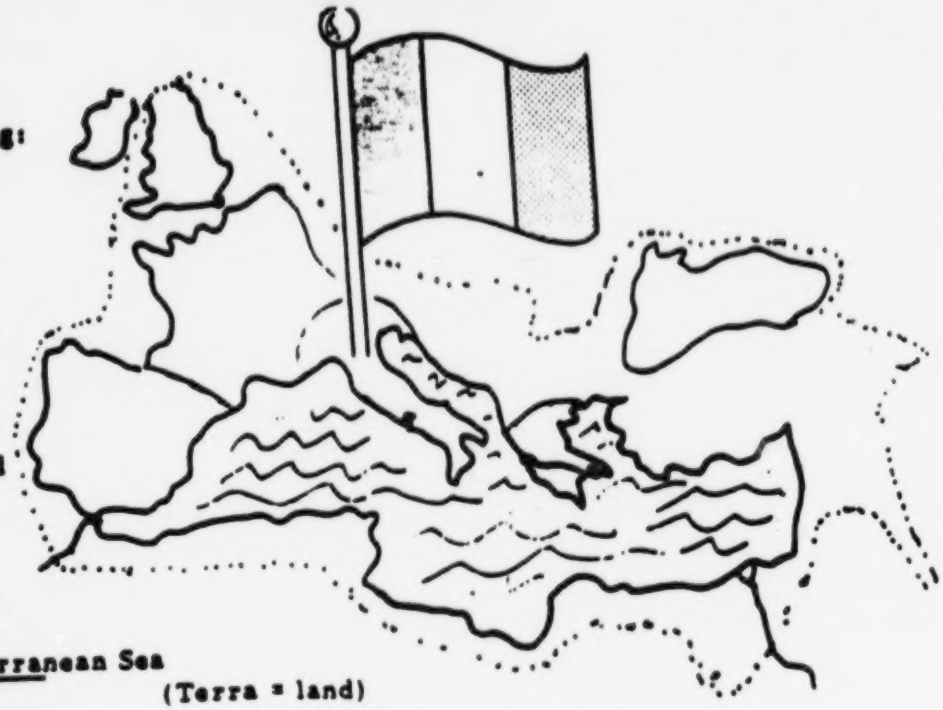
OCTO _____

NOVEM _____

SEX _____

40

THE ROMAN EMPIRE



Label the following:

Italy

Africa

Greece

Rome

England

Spain

France

Mediterranean Sea

(Terra = land)

Aqua = _____.

NUMERI

LATIN	ITALIAN	FRENCH	SPANISH	ENGLISH
UNUS	quattro	six	tres	one
DUO	due	trois	ocho	two
TRES	cinque	huit	cuatro	three
QUATTUOR	nove	un	seis	four
QUINQUE	sette	neuf	siete	five
SEX	uno	dix	dos	six
SEPTEM	dieci	deux	cinco	seven
OCTO	tre	quatre	uno	eight
NOVEM	otto	sept	diez	nine
DECEM	sei	cinq	nueve	ten

Sequential Lesson: Japanese

Topic: Visiting a town in Japan

Objectives:

A. Language

Functions

1. telling where things/people are
2. giving another directions to get to a place
3. asking for directions from a stranger

Vocabulary

1. places in a town (bank, fish shop, post office...)
2. expressions of location (next to, behind, on the corner...)
3. ordinal numbers (the first, second, third, the next...)
4. polite expressions (excuse me, I don't understand, I see...)
5. giving directions (go, stop, turn...)

Structure/Grammar

_____ ist next to _____
Please_____.
_____ and/after that _____.

B. Culture

differences between American and Japanese cities
signs for shops and buildings

C. Content

In the city
Shopping

Materials:

picture cards of public buildings
transparency of a city map
construction paper and markers
slides or pictures of a Japanese town
shop signs
various props to indicate shops or destinations in the city

Procedures:

Students describe where students and things are located in the classroom.

Sequential Lesson: Japanese (continued)

Teachers direct students to go to various locations in the classroom. Students can then be the ones to give directions.

Giving and following directions can then be applied to city maps, either at their desks or on overhead transparencies of maps.

Students draw a map and produce a dialog, acted out with a partner, in which they ask for and give directions. They then present their dialog to the class.

Students listen to or read a conversation and determine the situation.

Students view slides or pictures of a Japanese town and discuss the differences from and similarities with their own town.

Assessment:

Students listen to directions and draw the given route on a map.

Presentation of the partner dialog above.

Students draw a representation of a Japanese town and explain the location of stores and public buildings.

Exploratory Lesson: Russian

Topic: The Russian Alphabet

Objectives:

A. Language

Functions

a. recognizing similarities and differences between the Cyrillic and Roman alphabets

b. recognizing some English borrowed in the Russian language

Vocabulary

words used in attached story

B. Content

Foreign travel
Language arts

Materials:

flashcards of Cyrillic letters and Russian words from story

Procedures:

Before beginning, it is often fun to ask students what they know about Russian. Answers typically include things like, "That's the language with the weird alphabet, right?" This sets the stage nicely for the reading which will follow.

The instructor should prepare to read the following story by making flashcards to match the Russian words underlined in the text. For the first reading the teacher should merely hold them up as each word is read (with Russian pronunciation). During the second reading, the teacher should encourage students to "read" what they think is written on each card as they are held up. As a final step, the class can be asked to "read" the words printed on the cards without the story.

To summarize, students may be asked to indicate which letters of the Cyrillic alphabet appear to be the same as the Roman alphabet, and which appear to be different. A follow-up lesson could include either a formal introduction to the Cyrillic alphabet, or a brief treatment of basic greeting in Russian with the words written Cyrillic.

A REAL STORY (for the instructor only)

Let me tell you a story about my friend Andrei. He lives in Russia in the capital city of Moscow. Last summer he had the opportunity to come to America.

First he had to apply for a passport, then he had to go to the American Embassy for a visa. Normally he would have waited at least a year for a plane ticket, but at the end of July someone called him by telephone to say tht they had standby ticket and that he should come to the airport immediately.

He arrived in New York the next day, but hadn't had time to make any arrangements. He slept on the subway, where he was robbed, until he was finally able to reach us. We told him to buy a ticket on the bus and come to stay with us in Green Bay

His story was printed in the newspaper, and after the revolution he had an interview with a reporter on the TV. He hopes to promote tourism in Russia.

A REAL STORY (class version)

Let me tell you a story about my friend Андре́й. He lives in Росси́я in the capital city of Москва́. Last summer he had the opportunity to come to Аме́рика.

First he had to apply for a па́спорт, then he had to go to the American Embassy for a ви́за. Normally he would have waited at least a year for a plane ticket, but at the end of July someone called him by телефо́н to say tht they had standby ticket and that he should come to the аэропо́рт immediately.

He arrived in Нью Йорк the next day, but hadn't had time to make any arrangements. He slept on the subway, where he was robbed, until he was finally able to reach us. We told him to buy a ticket for the авто́бус and come to stay with us in Грин Бей.

His story was printed in the газе́та, and after the револю́ция he had an интервью́ with a журнали́ст on the телеви́зор. He hopes to promote тури́зм in Росси́я.

Information on Certification, Licensure and Training

Implementing effective middle level foreign language programs requires an appropriately trained staff. The North Carolina Department of Public Instruction has prepared a guide to planning middle level foreign language programs entitled "Building Bridges," in which the qualifications for a second language teacher in the middle school are listed. This list is reproduced here as a guide for the selection and training of effective middle school foreign language teachers for Wisconsin.

> The teacher is the essential ingredient in a successful middle school second language program. S/he should have the following qualifications/competencies:
>
> 1. A high level of proficiency in the language taught in order to be a strong language role model for students and be able to help those students achieve high levels of proficiency;
>
> 2. A good understanding of the culture of the countries where the language is spoken and knowledge of materials which are culturally authentic and developmentally appropriate;
>
> 3. Knowledge of the social, emotional, physical, and intellectual development of early adolescence, including second language acquisition;
>
> 4. The ability to integrate curriculum and provide instruction in various content areas in the target language;
>
> 5. Willingness to work effectively with other teachers;
>
> 6. Commitment to professional development in language, curriculum, methodology, and evaluation;
>
> 7. An understanding of the middle school philosophy, goals, curriculum, and the young adolescent, as well as an understanding of the entire K-12 sequence in second languages; and
>
> 8. The ability to teach auxiliary skills essential to learning such as how to study, how to work with others, how to take responsibility for one's learning, how to regard the world around us, and why we think and act as we do as well as why others may think and react quite differently.

Wisconsin statutes place certain requirements on teachers of students in grades 6-8. Any formal instruction in foreign language that is part of the district curriculum sequence for a language must be taught by a licensed foreign language teacher. Licensure in a foreign language can be obtained through a teaching major or a teaching minor in the foreign language to be taught through a Department of Public Instruction-approved teacher education program. In order to teach a foreign language course, a teacher must have a license to teach the foreign language at that grade level.

In general, licensure to teach a foreign language requires an appropriate course in foreign language methodology, a child development/psychology course matched to the grade level, a supervised practicum experience, and proficiency in the language and culture to be taught. In Wisconsin, such proficiency must be demonstrated through a measure of oral proficiency and must be developed in part through a required language and culture immersion experience. Regular education certification requirements must also be met.

For middle level licensure, the foreign language teacher must have one of the following licenses:

1. An elementary/middle level teaching license and a license in the foreign language through a teaching major or minor in that language.

2. A middle level or middle/secondary level license in the foreign language through a teaching major or minor in that language, or

3. A K-12 license in the foreign language through a teaching major or minor in that language.

A grade 6 foreign language teacher licensed prior to July 1, 1992, must have either an elementary license with a teaching major or minor in the foreign language or a 7-12 license with the university which originally endorsed the teacher re-endorsing for Grade 6. This re-endorsement process and requirements are up to each institution.

A grade 7-9 foreign language teacher licensed prior to July 1, 1992, must have either a secondary license (7-12) with a teaching major or minor in the foreign language or may teach through Grade 8 with an elementary license (1-8) and a license in the foreign language with a teaching major or minor in that language.

Other teachers can use language skills in their own teaching (such as in social studies, physical education, or language arts classes), but in the foreign language classes, the requirement of licensing is clear. A language sampler course or a course in the language sequence must be taught by a language-licensed teacher.

The WAFLT Task Force on Middle School Foreign Languages has explored ways to increase the supply of qualified middle level teachers of foreign languages. Creative options will be needed to meet legal requirements while still attracting current teachers who either are teaching at other levels or who are teaching other subjects. The remainder of this section outlines several options to obtain Wisconsin licensure to teach middle level foreign language.

These alternative options are offered as suggestions and as a challenge to districts and universities. Districts are challenged to invest in their staff by helping them through course reimbursement and/or time compensation to encourage staff to obtain licensure for pre-high school language teaching. Such encouragement should be part of the district's overall plan to develop foreign language within the entire K-12 context. Universities also are challenged to provide the courses and alternative formats described in these options.

1. **<u>For 6-12 Teachers in Other Subjects, Without Language Certification</u>:**

   Teachers would most likely need to meet requirements for an add-on certification as a minor at a given institution. Given the requirements for a minor, it would be difficult for a person to obtain foreign language certification unless s/he had completed at least four years of high school or four semesters of college coursework.

   Applicants would need to meet institutional coursework requirements (or equivalencies accepted by a certifying institution) in the following areas:

   a. Language Proficiency: institutions typically require two semesters of intermediate conversation/composition courses beyond the fourth semester, and minors must pass an oral proficiency examination given by a certifying institution.

b. Cultural Knowledge and Experience: minor requirements usually include at least a semester in a civilization course, and Wisconsin's Department of Public Instruction also requires an immersion experience, approved by the certifying institution.

c. A course in Applied Linguistics/Phonetics.

d. A course in the Methods of Teaching of a Foreign Language.

e. A supervised practicum experience.

f. Two courses in the Survey of Literature (required at some institutions).

A university or college could develop a coherent plan of courses to be offered in sequence. Differentiated opportunities and special time slots that would accommodate teachers seeking certification should be available. For example, some of the coursework (e.g., the survey of literature courses, or the civilization course) might be taken through correspondence work or through independent study with faculty members at the certifying institutions. The institution might consider offering required courses once a week in the evening or on Saturdays or over a weekend.

Yet another option is immersion weekends or summer immersion experiences which might meet requirements for more than one of the required courses. Immersion weekends could be set up to involve consistent and maximum use of the target language by participants. The language of instruction, of discussion and of off-hours conversation would be the second language. Readings and compositions might be assigned between the immersion sessions so that the amount of time and work involved in the assignments and weekend experiences would meet the institution's requirements for the intermediate language courses and/or culture courses. For example, a Saturday course offered for five hours on three different Saturdays can meet the requirement for a one-credit course. Credit for immersion weekends could be computed in line with a given institution's guidelines for the number of contact hours required per credit.

Such offerings might attract participants from several groups, including pre-service or inservice teachers, majors or minors (at the elementary, middle, or secondary level), all of whom might be interested in refreshing their language skills.

Intensive summer immersion experiences could be offered for four weeks with two blocks of instruction in language structure, conversation, and literature (perhaps children's literature or a modified survey course). Evening sessions could focus on culture. Such experiences might cover the intermediate conversation, applied linguistics and/or reading elements of the certification requirements. Projects might be used to supplement hours of instruction in meeting requirements for credits.

Summer language institutes might focus on language teaching methodology and culture through an immersion approach. Requirements for courses in methods and culture can thus be met. The supervised practicum could then be offered during the school year or during the next summer.

2. **<u>For 7-12 Certified Teachers to Add Grade 6</u>**:

a. For Teachers Without Grade 6 Experience

- Obtain provisional licensure from the Department of Public Instruction with provision that the teacher will take six credits during the year toward licensure.

- Contact a certifying institution to find out what their requirements are for adding on this certification. In line with the Department of Public Instruction requirements, the requirements might include a methods component focused on teaching foreign languages at the middle level (curriculum units and curriculum development, instructional strategies, early adolescent psychology, peer-teaching, etc.); a component in educational psychology covering early adolescent psychology (if not covered in the methods component); and a practicum experience through on-the-job supervision from the institution or through summer practicum with actual students.

A university or college could develop a statement of their expectations and procedures for certifying teachers without grade 6 experience who wish to add grade 6 to their licensure; make provisions for meeting the requirement for a methods component by offering a methods course on middle level teaching of foreign languages at a time when teachers can easily enroll (e.g., summer school, evening classes, week-end format) or by offering independent reading for individual teachers or a group of teachers which would include theories and research on teaching middle level foreign languages and curriculum development of appropriate units and materials; and make provisions for visiting classes during the school year or arrange a summer school setting for teaching middle level students in which teachers could do supervised teaching. Ideally, an institution would set up a combined "package," offering a methods course one summer and a supervised practicum either during the year or during the following summer.

b. For Those with Grade 6 Experience

Show evidence of 1-2 years of successful teaching at grade 6 (to grandfather in these teachers). Successful teaching would be determined by a certifying institution and might include:

- a letter from a principal and/or department head,
- curriculum units, materials developed and sample lesson plans to be submitted as samples of curriculum development, and/or
- visits to classrooms to observe instructional strategies and classroom interactions.

A university or college could develop a statement of their expectations and procedures for certifying teachers with grade 6 experience who wish to add grade 6 to their licensure as well as provide some guidelines for expectations regarding curriculum development and instructional strategies.

Several school districts might cooperate in an endeavor to help qualified teachers obtain the necessary certification and could contract with a certifying institution to bring some of the coursework to the district and to lay out a workable sequence of courses to help teachers complete certification.

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III. Contact List

O. Lynn Bolton
W321 N8074 Koester Rd.
Hartland, WI 53029

414-966-7040 (home)
414-546-5590 (work)

Kay Doran
1503 Clermont St.
Antigo, WI 54409

715-627-7049 (home)

Lorraine Davis
515 River Hills Dr.
River Falls, WI 54022

715-425-1800 (work)
715-425-5270 (home)

Constance Knop
6230 Onwentsia Trail
Oregon, WI 53575

608-835-9181 (home)

Everett McKinney
4845 Scotts Way
Racine, WI 53402

414-681-1244 (home)

Jeri A. Springstead
18 Windflower Ridge
Mazomanie, WI 53560

608-795-2685 (home)
608-767-2586 (work)

Daniel Taylor
2 Winona Court
Appleton, WI 54911

414-739-4780 (home)
414-832-6684 (work)

Jane Nickodem
2535 N. Prospect #218
Milwaukee, WI 53211

414-962-8707 (home)

Rita Pfeiffer
16620 W. Hearthside
New Berlin, WI 53151

414-786-8332 (home)
414-425-4000 (work)

Patrick T. Raven
Waukesha School District
3243 Saylesville Road
Waukesha, WI 53188

414-521-8876 (work)

Steven Ryan
Marshall Middle School
408 S. Main Street
Janesville, WI 53545

608-758-6308 (work)

Paul Sandrock
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707

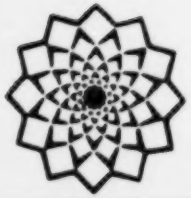
608-266-3079 (work)

Steven Wagner
602 2nd Avenue
Antigo, WI 54409

715-623-2593 (home)

Tim A. Zander
3711 Parkland Lane
Wisconsin Rapids, WI 54494

715-424-2373 (home)



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